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ABSTRACT

Several teaching methods aid young children in learning foreign languages, all of which include continuous repetition and review of learned information. The two methods used in this study were Total Physical Response (TPR) and songs/chants. The TPR method used a gesture for each vocabulary card, and the songs/chants method incorporated Spanish vocabulary words into a rhythm, rhyme, or song. Over 6 weeks, 20 kindergarten students were taught Spanish vocabulary using these methods. Students were taught in groups of 4 or 5 for 20 minutes twice each week. In each session, up to eight new vocabulary words were presented. During the first 3 weeks, the TPR method was used. During the second 3 weeks, the songs/chants method was used. Students were given a test during the third week of each treatment period. The tests examined recognition of Spanish vocabulary. The study compared differences in vocabulary recognition of students taught Spanish using the two methods. Comparison of the test scores found no significant differences between teaching methods. Three appendixes include a letter of approval from the participating schools, parent approval forms, and an example of Spanish vocabulary test items. (Contains 22 references.) (SM)

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A COMPARISON OF FOREIGN LANGUAGE TEACHING METHODS: TOTAL PHYSICAL RESPONSE VERSUS SONG/CHANTS WITH KINDERGARTNERS

An Action Research Project

Presented to the

Department of Teacher Education

Johnson Bible College

In Partial Fulfillment

of the Requirement for the Degree

Master of Arts in

Holistic Education

by

Deena Rae Omari

July 2001

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APPROVAL PAGE

This Research Paper by Deena Omari is accepted in its present form by the Department of Teacher Education at Johnson Bible College as satisfying the action research project requirements for the degree Master of Arts in Holistic Education.

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ABSTRACT

Several teaching methods aid young children in learning a foreign language, all of which include continuous repetition and review of learned information. The two methods used in this study were the Total Physical Response (TPR) and songs/chants. The TPR method uses a gesture for each vocabulary word, and the songs/chants method incorporates the Spanish vocabulary words into a rhythm, rhyme or song. Over a period of six weeks, the researcher taught 20 Kindergarten subjects Spanish vocabulary using the language teaching methods. The researcher taught the subjects in smaller groups of four or five for 20 minutes twice a week. In each session, no more than eight new vocabulary words were presented at a time. In the first three weeks, the TPR treatment was administered to the children. During the second three weeks, the songs/chants method was used to teach the Spanish vocabulary. The subjects were given a test that was constructed by the researcher during the third week of each treatment method. The tests were designed for recognition of Spanish vocabulary. The researcher was not concerned with the pronunciation or production of the vocabulary words.

The significance of this research is to provide Kindergartners with an enriched opportunity to learn Spanish vocabulary. Hopefully, this will increase a developing interest in foreign languages for future study and cultural awareness. Using a t-test, the researcher compared the differences in the vocabulary recognition of Kindergartners learning Spanish using the Total Physical Response and songs/chants methods to see which was more effective. No significant difference was found when the test scores were compared.

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Chapter 1

INTRODUCTION

Significance of the Problem

In today's global community, the study of foreign languages is a necessity. Whether or not the study of a foreign language is beneficial is most often asked in countries where English is the predominant language. School systems are often overburdened by their own curriculum demands and underfunded by the government. Critics may argue that instructional time should be spent on the study of math, science or language arts because the world is increasing in the number of people able to communicate in English. This year's report of the National Association of Secondary School Principals (NASSP) explained several rationales for foreign language instruction. These rationales include providing students with larger worldviews and new perspectives, promoting respect and understanding for other cultures both inside and outside of the United States borders, and widening the range of possible careers later in life (Cohen, p. 10). Students who have learned another language at an early age have reported that later on in life the experience was beneficial. Some indicated that it aided their success with college language requirements, overseas business communication, humanitarian activities and politics. Others told of their increase in a desire to know and understand cultures and people that are different (Rosenbusch, p. 17). The NASSP report also examined foreign countries such as Japan and Germany, where students begin learning a foreign language

Research has shown that young children are able to learn foreign languages relatively easily. Language theorists such as Noam Chomsky and Steven Krashen support the "optimal age hypothesis" which site neurobiological and psychological reasons for young children's prime time in language learning (Lantolf & Labarca, p. 51). This ability is partially attributed to their lack of inhibitions in making mistakes when they speak. Adults are less likely to take risks for fear of making mistakes in front of their classmates or not succeeding. Several teaching methods aid young children in learning a foreign language, all of which include continuous repetition and review of learned information. The two methods used in this study were Total Physical Response (TPR) and songs/chants. The TPR method uses a gesture for each vocabulary word, and the songs/chants method incorporates the Spanish vocabulary words into a rhythm, rhyme or song.

The significance of this research was to provide Kindergartners with an enriched opportunity to learn Spanish vocabulary. Hopefully this will lead to an increased interest in foreign languages for future study and foster an appreciation of other cultures. When the children meet people from a Spanish-speaking background or foreign country, visit a foreign country, or read multicultural literature, the students will be able to relate to others better and have a better understanding of the world. In addition, the researcher compared the methods to see which is more effective in teaching Kindergartners Spanish vocabulary.

Statement of Problem

In this study, the researcher compared the differences in the vocabulary recognition of Kindergartners learning Spanish using the Total Physical Response and songs/chants methods.

Definition of Terms

Total Physical Response(TPR)—Method of teaching a foreign language involving the giving of commands and the students reacting with gestures or the performing of an action. For example, the teacher will say "eye" to a Spanish speaker. The Spanish-speaking student must point to their eye to show comprehension of the English word.

Chants—This term is used in second language acquisition as a method of teaching language using patterns of rhythm and/or rhyme to teach pronunciation, intonation, listening skills, and fluency.

Songs-- This term is used in second language acquisition as a method of teaching language using music and singing to teach pronunciation, intonation, listening skills, and fluency.

Limitations

The placement of subjects has already been determined, so there is not a random sample of academic abilities in the classroom.

There is a small sample size of only 20 students.

The researcher is also a teacher of the subjects.

Assumptions

It will be assumed that the children do not already know a significant amount of Spanish.

No child has a hearing or language impairment that will hinder his or her language learning ability.

Hypothesis

There will not be a significant difference of .05 in the Kindergartners' ability to recall Spanish vocabulary whether taught with the TPR or songs/chants methods.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

Learning a second language is challenging, but extremely useful in a modern global society. Research shows that young children have advantages of second language learning such as better pronunciation, less inhibitions, and a love for mimicking through movement, songs, and rhythm (Finney, p. 1). The Total Physical Response method incorporates listening and movement to learn language, while the songs/chants method uses singing and chanting to increase language knowledge. Both methods are beneficial and developmentally appropriate for Kindergarten-age learners. This research project seeks to find if there is any significant difference in learning Spanish through actions or songs/chants.

Topical Descriptions of Relevant Research

Several topics of study are intertwined in this field of foreign language acquisition. Research relevant to this field include child development and language acquisition, brain research and memory, approaches and theories of language acquisition, and the history of TPR and songs/chants.

Child Development and Language Acquisition

Numerous teachers and researchers claim that young children learn language easier than older children and adults. Controversy does surround this issue however. Asher reports that adults have an advantage of learning complex grammatical structures,

while children have a much easier time picking up native-sounding pronunciation. Yet, he still recommends "start the language training early in childhood—preferably before puberty" (Asher p. 1-33). One French teacher testifies, "I've taught at every level in public school, from Kindergarten to 12th grade…My high school students were good at explaining the imperfect tense, but their efforts at speaking were excruciatingly painful. My Kindergartners mastered the accent effortlessly" (Chase, p. 46). Because of the conclusive evidence that shows language learning ability to decrease after ages 11-12, Chase advocates a change in the educational system where more programs should support early childhood language learning rather than secondary programs. She illustrates her point with the scenario, "Teachers would never consider teaching algebra to preschoolers or attempt to explain quantum mechanics to first graders" (Chase, p. 46). It is therefore developmentally appropriate to teach languages during early childhood and early elementary years because of their natural ability to acquire language during this stage in life.

Cognitive psychologists have studied the language development abilities of young children for years and have insight on the appropriate time period and methodologies to use for instruction. According to Piaget, children ages two to six or seven are in the preoperational stage of development. Concerning language learning, the child still relies on concrete stimuli in order to learn, items the child can see and touch. This stage is a great window of opportunity to teach language because it is when their "language skills virtually explode" (Ormrod, p. 33). Vygotsky points out that a child has an actual developmental level, that which can be done independently, and a potential

developmental level, that which can be done with help of someone more competent. In between these levels is the zone of proximal development (ZPD). When adults provide help in organizing information in a memorable way or provide guidance in learning, this helps the child to take risks and learn more than they can independently (Ormrod, p. 45-46).

In Kindergarten, certain teaching methods are more suitable than others because this year bridges the gap between early childhood and first grade. The children are transitioning from experiential play to a classroom setting where they receive teacher directed instruction. Instruction that is play-based is especially appropriate. This includes "singing songs and acting out stories and situations to develop language skills, narrative abilities" (Burns, et al, p. 66). Kindergartners enter the school building with a wide variety of early childhood experiences which have great effect on their language learning ability. Structured play allows all children in the classroom to participate in the lesson with a low level of anxiety. Carolyn Graham, creator of language learning chants, revealed that she purposely designed her activities to look and feel like play in presenting natural spoken language for the purposes of enjoyment and providing a memorable structure (Rosenthal, p. 13).

Brain Research and Memory

Educators have become increasingly aware of the importance of brain research because of its implications in students learning abilities. In the last 20 years, researchers have blazed significant trails in researching how the brain works and how people learn best. Brain research, as it relates to language and memory, is compatible with theories of

language acquisition and child development. One finding reported that physically, " the optimum age for making the microscopic connections between nerve fibers of the brain necessary for second language learning is between 2 and 11 years of age. Formal operational thought is believed to begin at approximately age 11" (Anderson, p. 20-21). Learning a foreign language is still appropriate for middle or late elementary school student, given the correct environment. A study conducted at Cornell University Medical College found that people who learn more than one language during childhood can use the same part of their brain for multiple language, while those who learn a language later in life have to use separate parts of the brain (Wheeler, p. A15).

Throughout the 1980's, prominent theorists such as Perkins, Costa, and Adler advocated the importance of teaching "thinking skills". Gardner's Harvard-based research on multiple intelligences significantly contributed to advancing the cause for studying the brain for advancement in learning (Bucko, p. 23). Cognitive psychologists have also played a significant role in shaping current trends in brain research and education. Though it is early to implement most of the research, several applications can be made to the classroom.

Both memory and brain research are closely linked to learning. Several theories exist explaining how the memory works. One modern theory, neuropsychology, concerns itself with the location of memory in the brain. It specifically focuses on the analysis of the brain structure and functioning using the latest technology. Lashley and Hebb helped discover that an incoming stimulus triggers sets of neurons to fire repeatedly, however they did not successfully pinpoint the actual location of memory in the brain. As the

vibrations echo, they send the information to the short-term memory and eventually into the long-term memory. Other researchers report that chemical and physical changes occur within the brain during the learning process as the information is stored in the long-term memory (Magill, p.1539). Though neuropsychology is still in its beginning stages, it is safe to say that the use of such neuroimaging machines at the PET and MRI will "revolutionize the study of brain-mind in very much the same manner as the transformations brought about by the telescope and microscope" (Tulving, p. 162).

One theory, the associative-strength theory, relies on the basic premise that a cue is effective if it occurs frequently with the item that needs to be remembered. Evidence for this has been shown through Freud's free-association technique. The experimenter says a word and the person responds with the first word that comes to mind. The word with the greatest number of solicited answers is said to have the highest associative strength. This theory also maintains that an underlying network structure connects all items in the memory (Ellis & Hunt, p. 138). When a cue is presented with a certain piece of information over and over, each time leads to a faster retrieval. On the other hand, Tulving suggests an alternative which states that "a cue will be effective if it was specifically encoded with the target event" no matter how many times it is presented together (Ellis & Hunt, p. 138). This is referred to as encoding specificity. The main difference between the two theories is the role of occurrence between the cue and target event. From Tulving's perspective, any given event occurs only once so cues that occur with that one event are most effective. However, there are certain instances where the associative strength of the cue is more important. Examples include salt-pepper and cat-

dog. They are strongly associated word pairs with occur frequently. In essence, both theories of encoding and cues provide a well-rounded understanding of how to better encode information in the memory for maximum retrieval.

A generally accepted understanding in education is that prior knowledge helps link and assimilate new information to what the person already knows. Such links between old and new information form highly developed knowledge systems of the mind to aid future understanding. These systems of knowledge and experience are referred to as schemas. They provide a specific place of organization to encode and retrieve information, much like a library (Craik & Brown, p. 165 in Kazdin). As people encounter new information they try to relate it somehow to what they already know or they may alter it to fit their schemata.

Total Physical Response (TPR)

Asher developed the method, Total Physical Response (TPR), for teaching language based on research that proved listening to be the building block upon which speech, reading, and writing are built. His instructional strategy seeks to produce high motivation in learning through lowering the students' anxiety. The student will be called upon to speak when they feel ready. The method consists of an instructor giving imperative commands in the target language to student. First the instructor says a word in the target language and performs an appropriate gesture. Next, the instructor will tell the learners to repeat the gesture. Eventually, the learners will perform the actions when the instructor gives commands. The last stage in the process is having the learner give the commands while their peers perform the actions.

Asher conducted a series of field tests on adults of various ages to see the effects of TPR using a variety of target languages including German, Japanese, Russian and Spanish. The first field test administered 32 hours of TPR instruction in German to adults between the ages of 30 and 60 (Asher, Kusudo & de la Torre, p. 26). The control group was made up of college students completing either 75 or 150 hours of college instruction in German. The study showed that the treatment group who received only 32 hours of TPR instruction had significantly better listening comprehension than the college students with more hours of instruction. In addition, this study produced four interesting findings. First, they found that most grammatical features of German (and most likely other languages) could be imbedded within a command by creating a string of complex and often silly commands. A second finding was that the basic understanding of German commands could be achieved without using any English translation. Another important finding revealed that the students internalized the second language so well that it resulted in transferring the knowledge to speaking, reading and writing while it saved in large amounts of instructional hours.

The second field test studied college students for two semesters, in an experimental 45 hour Spanish TPR class to compare their test scores with students who had 75 and 150 hours of formal training. Each student in the treatment group took the long form of the *Modern Language Aptitude Test* (MLA). Midway through the year and at the end of the instruction, the control group and treatment groups listened to a series of stories and took listening and reading comprehension tests. In both cases the TPR treatment group scored significantly higher in listening.

Asher tells of two laboratory studies with children. One study, conducted by Hamilton, tested the hypothesis that sixth grade children (N=16) who responded to Russian commands with actions would have better retention than children who passively observed the modeling of actions (Asher, p. 2-6). To control the variables of ability levels, Hamilton matched the children in both groups according to teacher ratings on classroom performance and scores on the *California Test of Mental Maturity* and *The California Achievement Test*. No child had previous exposure to Russian or was bilingual. The results showed a significant difference (beyond the .01 level) of retention with the children who responded to Russian commands with actions compared to children who only observed. The children in the treatment group demonstrated retention through actions when hearing a command in Russian, while the control children responded to the command by writing English translations.

Price hypothesized that the difference in retention could be due to the difference in demonstrating retention through actions rather than writing translations. Price designed a study for his master's thesis testing children in second, fourth, and eighth grades (Asher & Price, p. 1219). He replicated Hamilton's study, but on a larger scale. The only difference occurred during the retention tests. Both the treatment and control groups listened to each Russian command, then acted out the response. He tested sixteen pairs of children in each grade level and controlled their ability levels using scores from the *California Test of Mental Maturity* and *The California Achievement Test* and teacher ranking on classroom performance. The results showed a near equal retention for either treatment or control groups from all three grade levels. This study showed that acting or

observing during training was of no significance, but greater retrieval happened upon acting out the command. A follow-up study of the eighth graders was conducted two months after Price's initial study. This time half of the students showed retention through actions and the other half through writing English. The results revealed better recall for those who acted out their responses.

Songs/Jazz Chants

Young children particularly learn well through internalizing patterns and routines without a conscious knowledge of how much they are actually learning. Though the songs and chants do not exactly match normal discourse, they are used later in creating language that is appropriate for dialog. Lipton maintains that "music is generally appealing to youngsters, and often helps to reinforce pronunciation and intonation of foreign languages as well as vocabulary and expression" (Lipton, p. 888).

Graham developed Jazz Chants in order to provide her students with a rhythmic way to improve speaking and listening skills. The chants expose learners to natural intonation patterns and idioms that are difficult to understand. She has developed chants for learners at all levels of language development, even adults. Graham describes a Jazz Chant as "a way of connecting with the natural rhythms of spoken American English and linking them to the natural rhythms of American jazz" (Rosenthal, p. 10). Rosenthal and Graham both agree that music and rhythm activate the right side of the brain, which offers success to those who like to express themselves in ways other than paper and pencil (Rosenthal, p. 11). Graham has been asked to develop curriculum for countries all over the world because her insight into language learning has been proven so effective in

all kinds of classrooms. She has expanded her work to include using multicultural folk tales and fairy tales, learning materials for infants and primary classrooms, and performances with Jazz bands for children all over the world.

History

The Palmers, in 1925, were among the first researchers to observe the effectiveness of the imperative drill, where a person physically responds to a verbal command (Asher, Kusudo, & de la Torre, p. 24). The way a child responds to his mother's suggestion to "Put away your toys!" is one of the most basic and natural ways a child learns language. Caroll has performed studies that prove a six-year-old can comprehend thousands of sentences that they have never heard before (Asher, p. 2-1). Other researchers, such as Ervin, have proven that allowing learners to listen to the language first builds confidence and comprehension in the form of a "blueprint" before they are called upon to speak, read or write the language (Asher, p. 2-3). A study conducted by Lieberman and Altschul in 1971, tested college students ability to recall a list of 35 commands after a one-time exposure to the words. The researchers played commands such as stand on one foot, fold your arms, put your hands on your hips, etc. on a tape recorder. Each subject had five minutes to write down as many commands as possible afterwards. One group (N=50) was instructed to imagine themselves performing the commands, another group (N=53) watched a model perform actions for each word, and a third group (N=46) performed an action when they heard the commands. All instruction was in English to English speakers. A one-way analysis of variance revealed an F of 25.6 ($p<.01$). The mean recall for the group who imagined the words was 47%,

while the group of observers was 53%, and the group of actors 62% (Asher, Kusudo, & de la Torre, p. 25).

The audio-lingual drill method of teaching was a highly effective teaching method for teaching foreign language during World War II for teaching American soldiers the language of their rivals. Out of this tradition came a more developmentally appropriate and fun way to learn language. This technique utilizes songs, chants and rhythm as tools for communication for beginners to learn a foreign language.

Limitations/Weaknesses of Previous Research

There is a lack of research comparing these two exact methods. The research on TPR was conducted mainly by Asher, the creator of the method. Therefore, there is some bias to consider. Most of the research on the songs/chants methods is of an informal nature or blended with other learning approaches (i.e. gestures, drama, etc.). Another limitation to the research is the lack of Kindergarten age children as the subjects in the experimental studies. This is probably due to the difficulty in assessing their knowledge.

Conclusion

Both methods of TPR and songs/chants offer students a way of learning that produces high motivation and activates the performance part of their brains. Several studies have proven that performing actions foster better and long term retention. The TPR method is compatible with Tulving's research on the strength of cue association. The cue of a gesture triggers the Spanish vocabulary word. When children use their bodies to express language, it is more easily internalized, which leads to a transfer from listening skills to the other language skills of speaking, reading, and writing. The

song/chant method relies on creating a story or structure of a song to create a cohesive meaning for the vocabulary words. Learning Spanish is a new concept for Kindergartners, bu. they can relate to learning through song and rhythm. Some of the tunes are familiar to them. These teaching methods are not only useful for teaching a second language. They are highly beneficial for use in any subject area with any age student.

Chapter 3

METHODS AND PROCEDURE

Selection of the Subjects

The subjects in this study were twenty Kindergarten children between the ages of five and six. The socio-economic status of this class was low to middle class. They came from a variety of family backgrounds. All of the subjects were Caucasian. The research was conducted at a suburban school in East Tennessee.

Timeline

This research took place in the early part of the spring semester for an approximate period of six weeks. Spanish vocabulary was taught using the TPR method during the first three weeks of the study. During the second three weeks, the songs/chants method was used. In the third week of each method, the subjects were tested on their recognition of Spanish vocabulary.

Procedure

The researcher taught a group of four to five Kindergartners for two 20 minute sessions per week for a total of six weeks. In each session, no more than eight new vocabulary words were presented at a time. In the first three weeks, the TPR treatment was administered to the children. The researcher said a Spanish vocabulary word and modeled a gesture. The students mimicked the action. Eventually they heard the word and performed the gesture without the teacher modeling. During the third week, each child was tested individually (see Tests below). In the songs/chants method, the small

group of four to five students listened to a song/chant in Spanish from a recording or the researcher. Before each song/chant, the subjects looked at a picture or object, listened to the Spanish word and repeated it. As each target vocabulary word was mentioned in the song/chant, the researcher displayed the corresponding picture card or object. During the sixth week, each subject was tested individually (see Tests below).

Tests

The subjects were given a test that was constructed by the researcher during the third week of each treatment method. The tests were designed for recognition of Spanish vocabulary. The researcher was not concerned with the pronunciation or production of the vocabulary words. The TPR test consisted of the researcher saying 20 pre-taught vocabulary words in Spanish and the subject performing the correct gesture. On a check list, the researcher assigned a check mark for each successful recall. In the songs/chants test, the child listened to the song or chant in Spanish. Then the researcher said each Spanish vocabulary word. More than one vocabulary word was given in a chant or song with a combined total of 20 vocabulary words. Next, the subject listened and pointed to the correct vocabulary picture card or object. For each successful recall, the researcher assigned a check mark on a checklist containing each of the 20 vocabulary words. The raw scores of each test were used for statistical analysis in a t-test.

Test Validity

In this study, the researcher utilized a test constructed by the researcher. The test has face-validity since the method used to teach the subjects is the same as the method

used to test them. Pictures and objects were used because Kindergartners are unable to read. The pictures and objects were used during the initial instruction time of the song/chant vocabulary.

Experimental Factor

The experimental factor in the research is the comparison of the two language teaching methods of TPR versus the audio learning method of songs/chants. TPR primarily uses gestures, whereas audio learning uses songs and chants to teach language.

Statistical Analysis

The researcher used a t-test to compare the test scores of the TPR and songs/chants tests.

Chapter 4

RESULTS

The researcher retains the hypothesis that there is not a difference at the 0.05 level of significance in Kindergarten children's ability to recall Spanish vocabulary whether taught with the TPR or songs/chants methods. The raw scores of each test were used for statistical analysis in a paired samples t-test. Table 1 compares the means of the post-test results. Out of twenty possible vocabulary words, the mean of the songs/chants test was 13.35 while the mean of the TPR method was 12.15. The songs/chants method did not significantly increase test scores over the TPR method. In both tests, subjects recalled over half of the given Spanish vocabulary words.

TABLE 1

Comparison of Post-test Means of Songs/Chants Method and TPR Method

Groups (Paired Comparison)	N	Mean	Mean Difference	Std. Error of Means	t ratio	Sig.2-tailed
Songs/ Chants	20	13.35				
			1.2	.773	1.552	.137
TPR	20	12.15				

*Not Significant

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Due to the expanding of the "global society" in which we live, knowledge of a foreign language and an appreciation for other cultures is highly beneficial. Other researchers such as Asher have found that young children have certain advantages of learning foreign languages over adults. Research in the field of neurobiology has found that the young child's brain is at its prime for absorbing language. There is a lack of quantitative research that compares the effects various foreign language teaching methods on Kindergarten children. The researcher designed a study which lasted for six weeks. It provided a group of twenty Kindergarten children instruction in learning Spanish vocabulary words using the Total Physical Response method created by Asher and songs/chants. The purpose of this study was to determine which teaching method is more effective in helping Kindergarten children recall Spanish vocabulary. The Total Physical Response (TPR) method developed by Asher involved the children in gestures upon hearing each Spanish vocabulary word. The songs/chants method utilized music, singing, and rhythm in learning the words. The researcher speculated that neither one of the methods would show to be more significant than the other. A t-test compared the mean scores of the two methods to reveal no significant difference.

Conclusions

Several factors may have affected the outcome of the test scores in the research project. One limiting factor is the sample size of only 20 students. If more subjects were involved in the research, there may be a wider range of academic abilities. Also, the study only lasted for six weeks. More time allotted for the study may provide a better assessment of the students growth in learning. During this six week time period, several children were sick with the flu. This may have affected their initial learning of the material. Even when they were learning the words, their attention span seemed to be affected as they complained of their ears hurting, being tired or wanting to go home. School was cancelled one day because of the high percentage of students infected.

Overall, the students seemed to enjoy both teaching methods equally. During free time, the researcher observed the students "playing school" by quizzing their classmates on different body parts, colors, animals, etc. Though the element of preference was not assessed, it is obvious that combining the two methods in a classroom teaching situation would be effective in motivating the students to learn Spanish. The parents would often comment of their amazement with the amount of Spanish their child was learning.

Recommendations for Further Research

It would be interesting to do a longitudinal study to see the effects of TPR and songs/chants in learning Spanish in the future and its effects on individual learning style preferences, grades, and performance on standardized tests. An attitude survey could be given to students when they are in middle school and/or high school to see if these

methods affected their desire to learn foreign languages. It would also be of interest to periodically test the subjects on their recall of the TPR gestures and songs/chants they learned to see the methods' effectiveness in facilitating long-term memory storage.

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APPENDICIES

APPENDIX A

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. Charles Q. Lindsey, Superintendent

November 28, 2000

Ms. Deena Omari
6011 Sunbeam Lane, Apt. 203
Knoxville, Tennessee 37920

Dear Ms. Omari:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "A Comparison of Foreign Language Teaching Methods: Total Physical Response (TPR) versus Songs/Chants with Kindergartners." In the Knox County schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted.

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *specific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Samuel E. Bratton, Jr.

Samuel E. Bratton, Jr., Ed.D.
Coordinator of Research and Evaluation
Phone: (865) 594-1740
Fax: (865) 594-1709

Project No. 117

APPENDIX B

December 7, 2000

Dear Parents,

Research has shown that young children are able to learn foreign languages at an early age. This year Knox County is implementing a Spanish instructional program geared specifically for Kindergartners. This is a wonderful enrichment opportunity for your child. During the year, I will be using songs, games, and other learning activities to teach and reinforce Spanish learning.

As an intern in Mrs. Thomson's classroom, I am required to conduct an action research project. It will focus on teaching Spanish to Kindergarten children comparing two different teaching methods. Both methods are known for making a foreign language fun and easy to remember. The project will last for about six weeks during the beginning of the spring semester. I am requesting your permission to include your child's test results in this project. All scores will remain anonymous in the report. I would appreciate it if you could sign and return the attached permission form. I look forward to working with your child!

If you have any questions please call me at (865) 579-0815. Thank you for your cooperation.

Sincerely,

Deena Omari

_____
Sherri Thomson

_____
Vicki Andrews

_____
Deena Omari

Please sign and return as soon as possible.

Thank you,

Deena Omari

I _____ give my child _____ permission to participate in Mrs. Thomson's classroom research.

I _____ do not give my child _____ permission to participate in Mrs. Thomson's classroom research.

Date _____

APPENDIX C

TEST ITEMS

SPANISH VOCABULARY

Songs/Chants Method–Classroom objects, colors, animals

	ENGLISH	SPANISH
1.	red	rojo
2.	blue	azul
3.	yellow	amarillo
4.	green	verde
5.	paper	papel
6.	pencil	lapiz
7.	crayon	crayon
8.	marker	marcador
9.	glue	cola
10.	scissors	tijeras
11.	table	mesa
12.	chair	silla
13.	clock	reloj
14.	dog	perro
15.	cat	gato
16.	chicken	gallina
17.	pig	cerdo
18.	cow	vaca
19.	goat	cabra
20.	horse	caballo

TEST ITEMS

SPANISH VOCABULARY

TPR—Body parts, clothing, verbs

ENGLISH	SPANISH
1. hair	pelo
2. ear	oreja
3. nose	nariz
4. mouth	boca
5. teeth	dientes
6. shoulder	hombro
7. leg	pierna
8. knee	rodilla
9. foot	pie
10. hat	sombrero
11. shirt	camisa
12. shorts	pantalones cortos
13. dress	falda
14. socks	calcetines
15. coat	chaqueta
16. boots	cargadores
17. jump	saltan
18. sit	sientase
19. stand	lavantase
20. raise (hand)	aumento (su mano)